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| **POLECON 301**  **International Development**  **Fall 2022 (1)** |  |

Dates / Synchronous meeting time: MoWe 7:15-8:15 AM China Standard Time (2 hours/week)

Office hours: We 8:15-9:15 AM CST and by appointment (1 hour/week).

Asynchronous time commitment: recorded lectures (2 hours/week), online student presentations (30 minutes/week), write and respond to online discussions on class materials (30 minutes/week).

Academic credit: 4

Course format: This course features a mix of online lectures, online student presentations and in person zoom discussion-based learning totaling 5 hours of weekly instructional time.

## Instructor’s Information

Dr. Paula Ganga, Assistant Professor of Political Economy (feel free to call me “Dr. Ganga” or “Paula”)

[pdg12@duke.edu](mailto:pdg12@duke.edu)

As a comparative political economy scholar, I use my knowledge of advanced statistical methodologies, seven languages and travel to over 35 countries to examine the economic outcomes of political institutions, state-market interactions, the political actors driving the process and the inequalities between the winners and losers of this process.

I completed my Ph.D. at Georgetown University, and I am working on a book manuscript dealing with the political determinants of switches between privatization and nationalization in Eastern Europe and beyond. My research bears directly on how we view the link between democracy and market capitalism, economic consequences of populism, rising illiberalism in recent political transitions and state capitalism. Before DKU I was a Postdoctoral Research Fellow at Columbia University’s Harriman Institute, a Postdoctoral Fellow at the Skalny Center for Polish and Central Eastern European Studies at the University of Rochester and a George F. Kennan Short-term Scholar at the Woodrow Wilson Center for International Scholars.

For more information about my research go to [www.paulaganga.com](http://www.paulaganga.com/).

## What is this course about?

What is development and how do we conceptualize and measure it? How have more than 1 billion people been raised out of extreme poverty between 1990 and 2015, and what can be done about the 750 million people still living in these conditions? What are the main theories that have been put forth to explain development and how successful have they been in doing so? This course attempts to provide theoretically-informed empirical answers to these questions. This is a survey course designed to introduce you to the leading methods, theories, and evidence-based research relating to development. It first addresses the very concept of development, presents the metrics that are used to measure it, and introduces important development figures. It then introduces key models and theories that have been presented to explain development. Finally, it delves deeper into contemporary questions and debates about the drivers of development.

## What background knowledge do I need before taking this course?

ECON 101 is a prerequisite for this course.

## What will I learn in this course?

By the end of this course, you will be able to:

* locate development theories within their historical and geographic context and to contrast the ideas of the most prominent development thinkers in terms of their merits and limitations.
* gauge the effectiveness of various development strategies in ameliorating countries’ economic and human development outcomes.
* identify the impacts of various factors—such as health, education, and gender equality—on countries’ development outcomes.
* coherently present information on economic development topics to a group of peers.
* write short articles/papers analyzing economic development in various contexts.

## What will I do in this course?

You will achieve the course learning goals by:

1. Completing the weekly readings. These readings will introduce key concepts, problems, and current trends in international development.

2. Writing online posts as reactions to the readings, your classmates’ presentations and the lectures. These written assignments are meant to help you become more comfortable writing about development and build the skills necessary for the final paper.

3. Participating actively in the class discussions and activities. During class sessions we will discuss the reading materials, apply these concepts to address real world problems and questions, and debate questions of political, economic, and moral complexity. Online, you will write blog posts about the concepts presented in the asynchronous lectures, readings and your classmates’ presentations which will link concepts from the class materials to current issues of development as well as your own interests in international economic development.

4. With guidance and feedback from me as well as your classmates, formulating an actionable, focused research question related to international development, and developing an analytical argument in response to this question. Your argument will be supported with empirical evidence, and communicated in a research proposal and final written essay, which draws ideas and evidence from both our class readings and your own research, and cites all sources appropriately. You will receive detailed instructions about each assignment in class at the appropriate time.

## How can I prepare for the class sessions to be successful?

You will be assessed on your attendance record and class participation over the course of the session. You are expected to show up to class having read all assigned readings and having prepared questions and discussion points based on the readings. You are also expected to bring note-taking materials to class. Take notes of important and interesting points or questions while reading. This will help you to participate in class discussions, and to remember key points later. It is crucial to meet deadlines, and to do this you should plan ahead and manage your time carefully: starting an assignment just before it is due is a recipe for unnecessary stress. If you are struggling and need help, please speak to me as soon as possible.

## What required texts, materials, and equipment will I need?

This course will make use of the Poll Everywhere software. You will be responsible for bringing a clicker to class or having the appropriate software on your mobile phone or laptop.

The following books will be used extensively throughout the course and should be purchased (though they can also be borrowed from the library). Most additional readings will be available on electronic reserve or made available on the Sakai course website.

Banerjee, A.V. and Duflo, E. (2011). *Poor Economics: Rethinking Poverty and Ways to End it*. New York, NY: Public Affairs. ISBN 9781586487980.

Perkins, D.H., Radelet, S., Lindauer, D.L., and Block, S.A. (2013). *Economics of Development* (7th Edition). New York, NY: Norton. ISBN 9780393934359.

## What optional texts or resources might be helpful?

Staying up to date with the news—especially as they pertain to international development—will be very useful for this class. The Guardian’s website features a section dedicated to development news.

## How will my grade be determined?

**In-Class Participation (15 percent)**:

You will be assessed on your attendance record and class participation over the course of the session. You are expected to show up to class having read all assigned readings and having prepared questions and discussion points based on the readings, which is critically important for your learning outcomes. Additionally, all students are expected to participate during the synchronous sessions.

Accommodations will be made for students who can’t attend for time zone reasons, but please be in touch with me as soon as you know there is an issue so we can find a solution. Since we only have two sessions of one hour in person we need to make the most of that time. The best sessions are the ones in which I talk the least and you speak the most. Remember that there are no bad or stupid questions. If you have a question it is very likely someone else is having the same question, so do not be shy and ask. Also, there are no wrong answers. We are in the middle of a learning process. I want us to foster a respectful class environment and build on the experiences and knowledge each one of us will bring to class. After each class session I will grade every students’ participation with either a 1, 2, or 3. If you just attend but do not contribute to class at all you will receive a 0 for that class session. At the midpoint of the class you will receive an individualized report on how you are doing both on participation as well as in the class overall and give suggestions on how to improve your class performance.

If due to technical issues you cannot join the zoom class you can make up the participation grade by writing a short discussion about something in the readings for that session you found interesting (about 300 words). This cannot be done more than three times during the class. We will find another solution if the connectivity problems persist.

**Presentations (2 x 10 percent):**

Furthermore, you will formally present the readings to the class prior to the session (posted online one day prior so that everyone can have time to view the presentation), as part of which you will be teamed up with another student. Between the two of you, you will give a 15 minutes presentation on your selected reading(s) and provide five discussion questions for the class. These discussion questions are important as they examine unclear points or delve deeper into certain cases or concepts. You will give two presentations so each will count for 10 percent.

(Depending on class size this will slightly change to include bigger teams if necessary.)

**Online Participation and Reading Assessment (15 percent—each type of post represents 5 percent of the grade)**:

You will be evaluated on your contributions to the Sakai discussion forum over the course of the class. You are expected to post responses to the following class materials:

1. Post a short feedback or question to your classmates **after each presentation**—that way I know that you have watched the presentation and that you have engaged with it. Plus your feedback and questions will constitute the basis for the class discussion for the next synchronous session. This feedback can be as short as 100 words but not longer than 500 words. Write enough that it shows you listened to your classmates. It shows respect for their work. **But remember you must react to all student presentations—except your own.**

2. Post **three times during the semester after the asynchronous lectures**. You won’t have to do it each time, but also don’t wait until the last minute. In some weeks I might post two short lectures or one big lecture. So you wouldn’t want to wait to post your online participation in the last week and realize I only posted one lecture. This will ensure you listen to the lectures closely. As before these posts can be as short as 100 words but not longer than 500 words. The deadline for this one is by the next class session. So after I post the lecture, you have until the next class session to watch the lecture and write the short response.

I will share a Google spreadsheet where you can sign up for the week you plan to do your review which should make it easier for you to plan. If you need to change just let me know or edit in the spreadsheet.

3. Post **three short reviews of one reading to the discussion forum**. The review should address your selected reading in 400 words. The reading assessments will be due before the start of the lecture—since you know the readings already you won’t get extensions on posting these reviews. Again don’t leave this for the end of the semester. I will share a Google spreadsheet where you can sign up for the week you plan to do your review which should make it easier for you to plan. If you need to change just let me know or edit in the spreadsheet.

It’s ok if you accumulate these posts. So if you post a reading review the same week you do a presentation. Or for example on the date of September 14 someone posts feedback on a student presentation, feedback on my lecture that day and a short reading review.

In terms of evaluation of these posts, during the mid point evaluation I will also share your grade on these posts. That is why it’s best to schedule at least some of the lecture and presentation reactions earlier in the semester. You can post additional reactions–after consulting with me–if you want to improve the grade for this component of the course.

**Discussion Essays (20 percent)**:

You will be required to submit two 400-word (roughly one page, single-spaced) essays on key class topics over the course of the session. These short essays, which will help you reflect on the course readings, will be due by Monday, August 31 and Wednesday, September 21 at 11:59 PM (China Standard Time).

**Final Paper (30 percent–5 percent for the research proposal and 25 percent for the actual paper)**:

The final paper is your opportunity to apply the material you have learned in the class to address an important development question that is important or a country of your choice. It should be no longer than 2,000 words (roughly five pages, single-spaced), excluding figures, citations and appendices. The final paper will be evaluated on whether it addresses a topic of importance, the quality of the research you conducted to better understand this issue, and the persuasiveness of the conclusions you reach on the basis of your research. It will be due during the exam period. You will also send me a research proposal two weeks before the end of the semester which will include a research question and argument (This will be worth 5 percent of the final paper grade and will be due by October 3). The requirements for both the research proposal and the final paper will be communicated in the course of the semester.

Please refer to the following scale for your grading.

**A+**=97% - 100% **A** = 93% - 96.99%; **A-** = 90% - 92.99%; **B+** = 87% - 89.99%; **B** = 83% - 86.99%; **B-** = 80% - 82.99%; **C+** = 77% - 79.99%; **C** = 73% - 76.99%; **C-** = 70% - 72.99%; **D+** = 67% - 69.99%; **D** = 63% - 66.00%; **D-** = 60% - 62.99% **F** = 59.99% and below

## What are the course policies?

**Instructor Contact:**

* You are welcome (and strongly encouraged!) to come to my office hours and ask any question relating to the course materials and topics, your assignments, my research interests, or political science and political economy more widely.
* I generally aim to answer student emails within 24 hours during the working week. Please make sure that your emails have a clear subject line, use your Duke Kunshan email account rather than a personal email account, and if you are responding to an email sent by me, hit “Reply” rather than starting a new email chain (so that I can easily see the previous emails).
* Please check your email at least once a day during the working week. I do not expect you to check your email on weekends or evenings. However, as the various participants in the course are in different time zones please be mindful when expecting an urgent response. If you have questions for myself or classmates please send them as soon as you can in order to give enough time for a response.
* To be fair to all students, I will not read drafts of written work before they are due. However, I am very happy to discuss your ideas for your written work and answer any questions during office hours.

**Communications:**

* Due to COVID-19 restrictions, our class will take place online.
* On Zoom, please:

o Make sure your name is set to your full name (so that I and other students can easily see who you are, and I can easily see that you are attending class).

o Keep your camera turned on (unless you can’t do so due to internet connectivity issues but if that is the case let me know) – I and your classmates want to engage with you and see your faces!

o Feel free to unmute yourself and ask or answer questions at any time. In the event of appearances from your cat/dog/younger sibling/other background noise, please don’t worry, we all know that these things can happen in an online classroom.

o Feel free to use Zoom backgrounds (Zoom backgrounds relating to our course content are encouraged).

o If you can’t hear or see me, let me know (if there’s a problem, I need to know about it in order to fix it).

* Outside of class, we will communicate primarily using the Sakai site and email.
* **All deadlines, class times, and other communications use China standard time.**

**Discussion Guidelines:**

Civility is an essential ingredient for academic discourse. All communications for this course should be conducted constructively, civilly, and respectfully. Differences in beliefs, opinions, and approaches are to be expected. Please bring any communications you believe to be in violation of this class policy to the attention of your instructor. Active interaction with peers and your instructor is essential to success in this course, paying particular attention to the following:

* Be respectful of others and their opinions, valuing diversity in backgrounds, abilities, and experiences.
* Challenging the ideas held by others is an integral aspect of critical thinking and the academic process. Please word your responses carefully and recognize that others are expected to challenge your ideas. A positive atmosphere of healthy debate is encouraged.
* Read your online discussion posts carefully before submitting them.

**Academic Integrity:**

As a student, you should abide by the academic honesty standard of Duke Kunshan University. Its Community Standard states: “Duke Kunshan University is a community comprised of individuals from diverse cultures and backgrounds.  We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflecting upon and upholding these principles in all academic and non-academic endeavors, and to protecting and promoting a culture of integrity and trust.” For all graded work, students should pledge that they have neither given nor received any unacknowledged aid.

Plagiarism (copying ideas and/or wording from others, including the course readings, without citation) will not be tolerated and will result in failure:

* In all written assignments, please CAREFULLY cite your sources and make sure not to copy the words of others without citation. Failure to take notes using your own words is not an excuse (and although you may think no one will notice, such copying is usually extremely easy for an instructor to find!).
* Although you are encouraged to discuss the course content outside of class, student collaboration on written assignments is not allowed. That means assignments which are unusually similar in structure and wording to those of other students will be investigated.

Failures in academic integrity, depending on their severity, will result in having to resubmit your work for a lower grade up to disciplinary action.

**Academic Policy & Procedures:**

You are responsible for knowing and adhering to academic policy and procedures as published in University Bulletin and Student Handbook. Please note, an incident of behavioral infraction or academic dishonesty (cheating on a test, plagiarizing, etc.) will result in immediate action from me, in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising).  Please visit the Undergraduate Studies website for additional guidance related to academic policy and procedures. Academic integrity is everyone’s responsibility.

**Academic Disruptive Behavior and Community Standard:**

Please avoid all forms of disruptive behavior, including but not limited to: verbal or physical threats, repeated obscenities, unreasonable interference with class discussion, making/receiving personal phone calls, text messages or pages during class, excessive tardiness, leaving and entering class frequently without notice of illness or other extenuating circumstances, and persisting in disruptive personal conversations with other class members.  Please turn off  phones, pagers, etc. during class unless instructed otherwise.  Laptop computers may be used for class activities allowed by the instructor during synchronous sessions. If you choose not to adhere to these standards, I will take action in consultation with university administration (e.g., Dean of Undergraduate Studies, Student Conduct, Academic Advising).

**Academic Accommodations:**If you need to request accommodation for a disability, you need a signed accommodation plan from Campus Health Services, and you need to provide a copy of that plan to me. Visit the Office of Student Affairs website for additional information and instruction related to accommodations.

## What campus resources can help me during this course?

**Academic Advising and Student Support**

Please consult with me about appropriate course preparation and readiness strategies, as needed.  Consult your academic advisors on course performance (i.e., poor grades) and academic decisions (e.g., course changes, incompletes, withdrawals) to ensure you stay on track with degree and graduation requirements. In addition to advisors, staff in the Academic Resource Center can provide recommendations on academic success strategies (e.g., tutoring, coaching, student learning preferences).  **All ARC services will continue to be provided online.** Please visit the [Office of Undergraduate Advising website](https://dukekunshan.edu.cn/en/academics/advising) for additional information related to academic advising and student support services.

**Writing and Language Studio**

For additional help with academic writing—and more generally with language learning—you are welcome to make an appointment with the Writing and Language Studio (WLS). **To accommodate students who are learning remotely as well as those who are on campus, writing and language coaching appointments are available in person and online.** You can register for an account, make an appointment, and learn more about WLS services, policies, and events on the [WLS website](https://dukekunshan.edu.cn/en/academics/language-and-culture-center/writing-and-language-studio). You can also find writing and language learning resources on the [Writing & Language Studio Sakai site](https://sakai.duke.edu/x/mQ6xqG).

**IT Support**

If you are experiencing technical difficulties, please contact IT:

* China-based faculty/staff/students 400-816-7100, (+86) 0512- 3665-7100
* US-based faculty/staff/students (+1) 919-660-1810
* International-based faculty/staff/students can use either telephone option (recommend using tools like Skype calling)
* Live Chat:  <https://oit.duke.edu/help>
* Email:  [service-desk@dukekunshan.edu.cn](mailto:service-desk@dukekunshan.edu.cn)

## Course schedule

***Week 1 - Session 1***

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| **Date** | Monday, August 22 |
| **Class topic** | **Introduction** |
| **Readings** | - Banerjee and Duflo. Chapter 1. (required text)  - Banerjee and Duflo. Chapter 2. (required text) |
| **Agenda** | - Course objectives and expectations  - Interesting development figures and data |
| **Assignments due** |  |

***Week 1 - Session 2***

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| **Date** | Wednesday, August 24 |
| **Class topic** | **Defining and Measuring Development** |
| **Readings** | - Perkins et al. Chapters 1 and 2. (required text)  - Sen, A. (2003). Development as Capability Expansion. In Fukuda-Parr, S. and Shiva Kumar, A.K. (eds.) Readings in Human Development. Oxford, UK: Oxford University Press. 3–16. ([link](http://www.ophi.org.uk/wp-content/uploads/Sen-2003_Development-as-Capability-Expansion.pdf))  - Fukuda-Parr, S. (2003). The Human Development Paradigm: Operationalizing Sen’s Ideas on Capabilities. Feminist Economics 9: 301–317. (PDF provided) |
| **Agenda** | - Defining development—how do economic and human development differ?  - Why employ different definitions of development?  - Measuring economic and human development |
| **Assignments due** |  |

***Week 2 - Session 1***

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| **Date** | Monday, August 29 |
| **Class topic** | **Development Theories (Part 1: The Grand Theories)** |
| **Readings** | - Rostow, W.W. (1960). The Stages of Economic Growth: A Non-Communist Manifesto. Cambridge, UK: Cambridge University Press. Chapter 2. (PDF provided)  - Dos Santos, T. (1970). The Structure of Dependence. American Economic Review 60: 231–236. ([link](https://www.jstor.org/stable/pdf/1815811.pdf?casa_token=8gqLO2wrP2oAAAAA:c4ZukliWldUojtoW8ng0vvt9vcRa9smbgm8IsHBjKWt4x3_bYXOGxul-X4FWO6rthIGTALAmV-62CUPX0lPleifUwlBfYKAkNyJfqkkecgfUgujVMg))  - Rodney, W. (1973). How Europe Underdeveloped Africa. Oxford, UK: Oxford University Press. Chapter V, VI |
| **Agenda** | - Modernization Theory  - Dependency Theory  - Discuss the first written assignment due next week |
| **Assignments due** |  |

***Week 2 - Session 2***

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| **Date** | Wednesday, August 31 |
| **Class topic** | **Development Theories (Part 2: The Economically-Rooted Theories)** |
| **Readings** | - Williamson, J. (2004). A Short History of the Washington Consensus. Washington, DC: Peterson Institute for International Economics. ([link](https://www.piie.com/publications/papers/williamson0904-2.pdf))  - Rodrik, D. (2015). Economics Rules: The Rights and Wrongs of the Dismal Science. New York, NY: Norton. Chapter 5.  - Chang, H.J. (2003). Kicking Away the Ladder: Infant Industry Promotion in Historical Perspective. Oxford Development Studies 31(1): 21–32. ([link](https://www.tandfonline.com/doi/abs/10.1080/1360081032000047168))  - Lin, J.Y. (2010). New Structural Economics A Framework for Rethinking Development. Washington, DC: World Bank. ([link](https://openknowledge.worldbank.org/bitstream/handle/10986/19919/WPS5197.pdf?sequence=1&isAllowed=y)) |
| **Agenda** | - Neoliberalism  - Neostructuralism |
| **Assignments due** | **Discussion Essay 1 Due** |

***Week 3 - Session 1***

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| **Date** | Monday, September 5 |
| **Class topic** | **Incentives, Behavior, and Development** |
| **Readings** | - Banerjee and Duflo. Chapter 8. (required text)  - Levitt, S. and Dubner, S. (2005). Freakonomics: A Rogue Economist Explores the Hidden Side of Everything. New York, NY: William Morrow. Chapter 1. (PDF provided)  - Easterly, W. (2001). The Elusive Quest for Growth: Economists' Adventures and Misadventures in the Tropics. Cambridge, MA: MIT Press. Chapter 8. (PDF provided) |
| **Agenda** | - How a poor understanding of incentives can lead to failed development initiatives  - What can behavioral sciences contribute to development? |
| **Assignments due** |  |

***Week 3 - Session 2***

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| **Date** | Wednesday, September 7 |
| **Class topic** | **Impact Evaluations** |
| **Readings** | - Glennerster, R. and Sautmann, A. (2019). Introduction to Evaluations. Cambridge, MA: Abdul Latif Jameel Poverty Action Lab. ([link](https://www.povertyactionlab.org/resource/introduction-randomized-evaluations))  - Team project: on the J-Pal website choose one project and prepare to present in class the intervention, motivation, results, pros and cons. After each presentation the team will discuss class questions on impact, ethics and outcomes of the chosen project. |
| **Agenda** | - How do we measure the impact of development projects?  - The randomized controlled trials gold standard |
| **Assignments due** |  |

***Week 4 - Session 1***

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| **Date** | Wednesday, September 14 |
| **Class topic** | **Gender and Demography** |
| **Readings** | - Banerjee and Duflo. Chapter 5. (required text)  - Perkins et al. Chapter 7. (required text)  - Hunt, J. (2016). Gender and Development. In Kingsbury, D., McKay, J., Hunt, J., McGillivray, M., and Clarke, M. (eds.) International Development: Issues and Challenges. London, UK: Palgrave Macmillan. 233–259. (PDF provided) |
| **Agenda** | - The development consequences of gender inequality  - The importance of demography for development outcomes |
| **Assignments due** |  |

***Week 4 - Session 2***

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| **Date** | Friday, September 16 |
| **Class topic** | **Health and Education** |
| **Readings** | - Banerjee and Duflo. Chapter 3. (required text)  - Banerjee and Duflo. Chapter 4. (required text)  - N.A. (2015). Accelerating Progress on HIV, Tuberculosis, Malaria, Hepatitis and Neglected Tropical Diseases. Geneva, CH: World Health Organization. Skim the report. ([link](https://apps.who.int/iris/bitstream/handle/10665/204419/9789241510134_eng.pdf;jsessionid=A943F5CA8B5C83AC3D25FA264183CEDB%3Fsequence=1)) |
| **Agenda** | - Health and development—a chicken and egg problem?  - Education and development—teach a man to fish? |
| **Assignments due** | **Discussion Essay 2 due** |

***Week 5 - Session 1***

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| **Date** | Monday, September 19 |
| **Class topic** | **Agriculture and Geography** |
| **Readings** | - Diamond, J. (1997). Guns, Germs, and Steel: The Fates of Human Societies. New York, NY: Norton. Chapter 4. (PDF provided)  - Sachs, J.D. (2003). Institutions Don’t Rule: Direct Effects of Geography on Per Capita Income. Cambridge, MA: National Bureau of Economic Research. ([link](https://www.nber.org/papers/w9490)) |
| **Agenda** | - The long shadow of the agricultural revolution  - Is geography destiny?  - Time during class to discuss the final paper |
| **Assignments due** |  |

***Week 5 - Session 2***

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| **Date** | Wednesday, September 21 |
| **Class topic** | **Economic and Political Institutions** |
| **Readings** | - North, D.C. (1990). Institutions. The Journal of Economic Perspectives 5(1): 97–112. ([link](https://www.jstor.org/stable/1942704?seq=1#metadata_info_tab_contents))  - Acemoglu, D., Johnson, S., and Robinson, J. (2001). The Colonial Origins of Comparative Development: An Empirical Investigation. American Economic Review 91(5): 1369–1401. (PDF provided)  - Rodrik, D., Subramanian, A., and Trebbi, F. (2004). Institutions Rule: The Primacy of Institutions over Geography and Integration in Economic Development. Journal of Economic Growth 9(2): 131–165. (PDF provided) |
| **Agenda** | - Defining and measuring institutions  - Understanding the role of institutions for development |
| **Assignments due** |  |

***Week 6 - Session 1***

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| **Date** | Monday, September 26 |
| **Class topic** | **Trade and Globalization** |
| **Readings** | - Perkins et al. Chapter 18. (required text)  - Bhagwati, J. (2004). In Defense of Globalization. Oxford, UK: Oxford University Press. Chapter 1.  - Rodrik, D. (2012). The Globalization Paradox: Why Global Markets, States, and Democracy Can’t Coexist. Oxford, UK: Oxford University Press. Chapter 12. |
| **Agenda** | - The determinants of international trade  - The impacts of international trade on development |
| **Assignments due** | **Research Design** |

***Week 6 - Session 2***

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| **Date** | Wednesday, September 28 |
| **Class topic** | **Foreign Aid** |
| **Readings** | - Perkins et al. Chapter 14. (required text)  - Radelet, S. (2014). A Primer on Foreign Aid. Washington, DC: Center for Global Development. ([link](https://www.cgdev.org/sites/default/files/8846_file_WP92.pdf))  - Easterly, W. (2014). Aid Amnesia. Washington, DC: Foreign Policy. ([link](https://foreignpolicy.com/2014/01/23/aid-amnesia/))  - Sachs, J. (2014). The Case for Aid. Washington, DC: Foreign Policy. ([link](https://foreignpolicy.com/2014/01/21/the-case-for-aid/)) |
| **Agenda** | - The determinants of foreign aid  - The Sachs-Easterly debate on aid effectiveness |
| **Assignments due** |  |

***Week 7 - Session 1***

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| **Date** | Monday, October 10 |
| **Class topic** | **Development and crisis** |
| **Readings** | - Perkins et al. Chapter 13. (required text)  - Perkins et al. Chapter 15. (required text) |
| **Agenda** | - Financial crises and impact of the developing countries  - Pandemic and societal impact, long term development prospects  -Time during class to discuss the final paper |
| **Assignments due** |  |

***Week 7 - Session 2***

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| **Date** | Wednesday, October 12 |
| **Class topic** | **Technology and sustainability** |
| **Readings** | - Perkins et al. Chapter 20. (required text) |
| **Agenda** | - The latest developments in technology and their impact on development  - Sustainability of development |
| **Assignments due** | **Final paper due in the exam period (October 20th)** |